

# CHILD RIGHTS & MEGA-SPORT EVENTS TOOLKIT

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## CITE AS

Centre for Sport and Human Rights (CSHR), the Office of the Special Representative of the UN Secretary-General on Violence Against Children, and UNICEF "*Child Rights and Mega-Sport Events Toolkit*" (June 2021)

## ABOUT

Launched in 2018, the **Centre for Sport and Human Rights** is a human rights organisation for the world of sport. The Centre's mission is to advance a world of sport that fully respects human rights by sharing knowledge, building capacity and strengthening the accountability of all actors involved in sport through collective action and by promoting and supporting the Sporting Chance Principles.

**The Special Representative of the Secretary-General on Violence against Children** is an independent global advocate in favour of the prevention and elimination of all forms of violence against children, mobilizing action and political support to achieve progress the world over. The mandate of the SRSG is anchored in the Convention on the Rights of the Child and other international human rights instruments and framed by the UN Study.

**UNICEF** works in the world's toughest places to reach the most disadvantaged children and adolescents – and to protect the rights of every child, everywhere. Across more than 190 countries and territories, we do whatever it takes to help children survive, thrive and fulfill their potential, from early childhood through adolescence. Before, during and after humanitarian emergencies, UNICEF is on the ground, bringing lifesaving help and hope to children and families. Non-political and impartial, UNICEF are never neutral when it comes to defending children's rights and safeguarding their lives and futures.

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## **TOOL FOR LOCAL ORGANISING COMMITTEES AND HOST CITIES/MUNICIPALITIES**

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## **DOWNLOADABLE VERSION OF THE TOOL FOR LOCS AND HOST CITIES INDICATORS**

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# OVERVIEW

## Why a Toolkit

Mega-sporting events (MSEs)<sup>1</sup> present opportunities as well as risks for individuals and groups of individuals worldwide. Children<sup>2</sup> engage in such events as participants, spectators, paid staff, volunteers (for example, ball girls/boys), and as community members at large. Children are also impacted in the supply chain for goods and services. MSEs bring many positive opportunities for children. They can inspire children to dream and set goals, to get active, they can unite communities, provide opportunities to learn about other cultures, and to develop new skills.

It is increasingly acknowledged that children and young people are especially vulnerable during the planning and delivery of MSEs, and that attention should be given to preventing and mitigating actual and potential negative human and child rights impacts. Children can experience violence, harassment, abuse, neglect, discrimination, child labour, trafficking, and sexual exploitation linked to the event or its value chain. Child athletes are at risk of having their right to freedom of expression violated, for example, if they protest or express their opinions publicly at an MSE. In some countries, children and their families are evicted from their homes and forced to relocate, which can lead to a loss of access to education, healthcare, other basic services and community/support networks. Children can be impacted (including by being driven into child labour) when MSE activities lead their parents/caregivers to suffer human rights abuse, for example, by sustaining serious workplace accidents, going unpaid, being evicted, or unfairly dismissed from their jobs.

Children may be affected directly or indirectly by MSEs in several capacities: as a member of the community where the MSE is taking place, through the event supply of goods and services, through the marketing and advertising of products during the event and its broadcast, and as participants in the event. Importantly, MSEs may have distinct impacts on different groups of children and can negatively affect, in particular, vulnerable groups such as girls, children with disability, children living in poverty, migrant children and others. Therefore, it takes an intersectional approach<sup>3</sup> to correctly assess and address the specific needs of children in their diversity.

States have legal duties under the United Nations Convention on the Rights of the Child, but there is a broader shared responsibility to realise child rights in practice. Governments, International Sport Federations and MSE hosts all have a role to play in preventing and mitigating risks posed to children's rights in the context of MSEs (from inception to legacy), and to advance opportunities to proactively support children's rights and well-being. International Sport Federations (also known as "Sport Governing Bodies" and referred to as such in this document) are especially important in

1 Mega-sporting events (MSEs) are defined as one-time sporting events of an international, regional and sub-regional scale organised by a special "authority" that yield extremely high levels of media coverage and impacts (economic, tourism, infrastructure, etc.) for the host community and country because of the event's significance and/or size.

2 The UN Convention on the Rights of the Child, in its Article 1, defines a "child" as "every human being below the age of eighteen years," unless otherwise stated under national laws.

3 An intersectional approach is one that considers the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, classism, ableism) combine, overlap, or intersect especially in relation to the experiences of marginalized individuals or groups.

this process, as they have a responsibility to respect human rights, including by preventing and addressing adverse impacts to children. Sport Governing Bodies additionally have an opportunity to use their leverage to establish rights-respecting policies and activities through bid requirements, host selection, and through their relationships with governments, business and other partners (including suppliers, licensees, sponsors and broadcasters). This Toolkit has been developed to meet the need for practical guidance on how these key stakeholders should consider the rights of children in and around MSEs.

## About the Toolkit and the Tools

Centre for Sport and Human Rights, the Office of the Special Representative of the UN Secretary-General on Violence Against Children, and UNICEF have led the development of the Child Rights and Mega-Sporting Events Toolkit (the "Toolkit") to bring together decades of experience and knowledge on these issues.

The Toolkit provides a set of resources to help benchmark, monitor and evaluate the extent to which entities involved with the organising of an MSE are addressing their responsibility towards the rights and well-being of children across the lifecycle of the event – from the initial bidding phase through legacy. It proposes a number of Core Elements, based on international rights law, for ensuring MSEs are planned and delivered in a child-friendly manner.

This first resource in the Toolkit (the "Tool") is for Local Organising Committees (LOCs) and Host Cities and Municipalities (the "Host City"). The Tool is designed to help these actors understand the steps that can be taken to advance child rights and deliver a child-friendly MSE. The Tool is made up of a set of indicators (the "Indicators"), with the answers assessing the extent to which MSE hosts consider the rights of children and their parents/caregivers. The indicators have been developed with input from experts affiliated with various organizations including: Athlete Ally, CAFE Europe, ChildFund Alliance, Georgetown Law, the German Government (Senatsverwaltung für Inneres und Sport), Global Partnership to End Violence Against Children, Harvard University and Medical School, International Safeguards for Children in Sport, Lakeshore Foundation, Plan International, Safe Sport International, Spaulding Rehab, Special Olympics, Sport and Society Initiative at Brown University, Terres des Hommes, UK Committee for UNICEF, UNICEF USA, University of Louisville, and the University of Winnipeg.

This Tool for LOCs and Host Cities is intended to be the first in a suite of Tools that will be made available for other important MSE partners.

### Practical steps for using this Toolkit:

- 1. Identify the Tool** that is most relevant to your role/responsibility (for example if you are a LOC, Host City(s), Sponsor, or Broadcaster).
- 2. Complete the Tool** in its entirety (that is, respond to each question) to create a baseline assessment of the situation. All questions should be answered regardless of what stage the MSE has reached.
- 3. Review the results** of the Tool. Pay particular attention to those indicators where you are only able to respond in the yellow or red tiers, as these indicate where more work is needed.
- 4. Conduct a human rights risk assessment that includes a focus on children or carry out a child rights-specific risk assessment** in consultation with key stakeholders.

- a. For more information on Children's Rights in Impact Assessments consult [this tool](#) developed by the Danish Institute for Human Rights and UNICEF.
  - b. For more information on stakeholder engagement processes visit [this website](#) from the Danish Institute for Human Rights.
5. **Develop a plan and procedures (the "Plan") to mitigate risk and how to respond effectively when child rights are adversely affected by the planning or delivery of the MSE.** The Plan should have specific and measurable objectives and outline how frequently the assessment will be completed.
  6. **Monitor and communicate progress** in delivering the Plan.
  7. **Repeat use of the Tool at regular intervals** (at least every 1-2 years) to track progress, identify any changes and to adjust the Plan accordingly.


#### Further considerations:

- Consider the extent to which the statutes, commitments, contracts, and internal and external policies of the LOC, Host City, or Sport Governing Body adequately protect children's rights.
- Identify what you can do directly (for example, having adequate internal safeguarding policies/practices, investing in capacity-building, incorporating human rights/child rights obligations in the context of procurement, or having a gender equality focal point), and what leverage you can exert to prompt action by others with whom you have relationships (for example, encourage child rights-related pledges from Host City/Country or your commercial partners).
- Ensure that the Plan is subject to proper monitoring and evaluation (for example, ensure it is credible, sufficiently independent, inclusive of stakeholder feedback, or uses gender-disaggregated indicators). Provide transparency and proper communication throughout.
- At all stages of the MSE lifecycle, the use of this Toolkit should be underpinned by an inclusive and participatory approach to engaging with stakeholders<sup>4</sup> (that is, it should involve: children, child rights organisations and advocates, women's and girls' rights groups, grassroots organisations, trade unions, National Human Rights Institutions (NHRIs)<sup>5</sup> and civil society).
- It is important to consult and engage with a diverse group of people, having regard for matters such as ethnicity, race, language, gender identity, age, sexual orientation, and disability.
- Using this Toolkit and engaging stakeholders should be an ongoing process, not just a one-off activity or event, as otherwise new and emerging risks may get overlooked and stakeholders could lose trust in the process.
- The Tools contained within this Toolkit provide indicators only, further analysis is likely to highlight additional context-specific child rights issues that are not explicitly covered. You are encouraged to widen the scope of your analysis and action if necessary, using a rights-based approach and to make use of the resources offered.
- To learn more about child rights and MSEs, the Centre for Sport and Human Rights has developed a new online course. For more information visit [sporthumanrights.org](http://sporthumanrights.org).

<sup>4</sup> For more information on what stakeholder engagement entails visit the following [website](#) from the Danish Institute for Human Rights. For more information on an inclusive and participatory approach to engaging with stakeholders visit this [website](#) and click on her for guidance on to specifically engage [children](#).

<sup>5</sup> NHRIs are State mandated bodies, independent of Government with constitutional and/or legislative mandates to protect and promote human rights.

The Tools use a three-tier “traffic light” approach for assessment. The three tiers include:

<b>GREEN</b> The user (for example, LOC and Host City) has achieved the desired result.	
<b>AMBER</b> The user (for example, LOC and Host City) is taking concrete steps to make progress in this area (for example, doing research, consulting with an expert).	
<b>RED</b> The user (for example, LOC and Host City) has not engaged in this area yet.	

## What are Human Rights and Child Rights?

Human rights are the basic rights and freedoms that belong to every person in the world, from birth by virtue of being human. These basic rights are based on shared values like dignity, fairness, equality, and respect.

As outlined in the *UN Guiding Principles on Business and Human Rights*, businesses and commercially driven enterprises (such as MSEs) “can have an impact on virtually the entire spectrum of internationally recognized human rights”. For this reason, MSE hosts have a responsibility to respect internationally recognized human rights – understood, at a minimum, as those expressed in the International Bill of Human Rights<sup>6</sup> and the *International Labour Organization’s (ILO) Declaration on Fundamental Principles and Rights at Work*.

International human rights are elaborated through a set of core international human rights treaties of the United Nations (UN). [The UN Convention on the Rights of the Child](#) is notable for being the most widely ratified of these treaties, and sets out the rights of children. The CRC covers all aspects of a child’s life and sets out the full range of rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Based on the UNGPs, UNICEF, UN Global Compact and Save the Children developed the [Children’s Rights and Business Principles](#) which take a practical approach to laying out the implications of the CRC for the business world—business institutions, government policymakers, investors and other business stakeholders—and the relationships between them.

Other UN Conventions, such as the [Convention on the Rights of Persons with Disabilities](#) and the [Convention on the Elimination of All Forms of Discrimination Against Women](#)<sup>7</sup> also address the rights of children.

<sup>6</sup> For more information see [UN OHCHR Factsheet on the International Bill of Rights](#).

<sup>7</sup> For information about these and other instruments visit: <https://www.ohchr.org/en/professionalinterest/pages/coreinstruments.aspx>



## The General Principles of the UN Convention on the Rights of the Child (CRC):

- Non-discrimination: All children have all the rights set forth in the CRC irrespective of their or their parents' or legal guardians' race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- The best interests of the child: The impact on children of each and every law, action and decision should be assessed, and the interests of individual children and children as a group must be a primary consideration, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies.
- The right to life, survival and development: The authorities must protect each child's inherent right to life and take all measures to ensure the child's full development – physical, spiritual, moral and social.
- Respect for the views of the child: The child has a right to express their views freely in all matters affecting them, with those views being given due weight.

## Core Elements of a Child-Friendly Mega-Sporting Event

The Toolkit proposes Core Elements of a child-friendly MSE based on international human rights law. These Core Elements should be incorporated into the MSE host selection process and serve as a guide to awarding Sport Governing Bodies and hosts to monitor and uphold children's rights from the moment the MSE is awarded, and until long after it takes place. The Core Elements are translated into action through the indicators contained in the Tools. Glossary

### Core Elements of a Child-friendly MSE

1. Children shall not experience any violation of their rights as a result of an MSE and should be able to access effective remedies for breaches of their rights.
2. Children shall be protected in particular from all forms of abuse, violence, neglect including sexual exploitation and child labour in the context of an MSE, with proper safeguards put in place to guarantee their safety and security.
3. Mechanisms shall be in place to ensure children are meaningfully and ethically engaged through the MSE lifecycle, including the most marginalised children.
4. Resources and investments for legacy programmes (for example, Sport for Development) shall be allocated to ensure inclusion and equal opportunity for marginalised children to access sport, learning and recreation programmes before, during and after the MSE.



# GLOSSARY

The following terminology will be used throughout this Toolkit.

**Access:** The ability or right to approach, enter, exit, communicate with, or make use of.<sup>8</sup>

**Accessibility:** Means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.<sup>9</sup>

**Best interests of the child:** One of the four core principles of the UN Convention on the Rights of the Child. It means that "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration."

**Child:** The United Nations recognises a child as any human being under the age of 18.

**Adolescents, Youth and Young People:** The World Health Organisation (WHO) defines 'Adolescents' as individuals in the 10-19 years age group and 'Youth' as the 15-24 year age group, while 'Young People' covers the age range 10-24 years. UNICEF follows the same definitions.

**Child-centred/friendly approach:** Giving priority to the interests and needs of children.

**Child rights:** As human beings, children have human rights. However, as children are in a special phase of development, they require specific rights to ensure they are properly protected, nurtured and increasingly empowered in line with their evolving capacities. Child rights are therefore a special sub-set of human rights. The Convention on the Rights of the Child enshrines these rights.

**Child safeguarding:** Keeping all children safe from harm, abuse, violence, exploitation and neglect and responding to any perceived or actual concerns. Child safeguarding involves all the measures taken to ensure that no child is exposed to harm. In some languages, 'child safeguarding' will also be called different things, including keeping children safe or child protection.

**Child well-being:** This includes the cognitive, behavioural, emotional, social functioning, and physical health and development of a child.

**Corporate human rights due diligence:** According to the *UN Guiding Principles on Business and Human Rights*, due diligence is an ongoing risk management process for how a company addresses its adverse human rights impacts and those to which it is linked through third party relationships. It includes four key steps: assessing actual and potential human rights impacts; integrating and acting on the findings; tracking responses; and communicating about how impacts are addressed. Business enterprises and other non-State actors that are involved in commercial activities are expected to respect internationally recognised human rights. As such, due diligence is relevant

8 <https://myblindspot.org/mbs-accessibility-defined/>

9 <https://dro.dasa.ncsu.edu/what-does-accessible-mean/>

to sport organisations, including local organising committees, event owners (FIFA, the IOC, and others) and their related enterprises.

**Duty-bearers:** Those organisations, entities, and individuals that have an obligation to protect children's rights. The State is the main duty-bearer and includes government at the city, state and federal level and everyone who works for them, such as law enforcement officers, lawyers, teachers, and social workers. The State maintains ultimate responsibility, but it may delegate some responsibilities to others (such as private companies or civil society groups). Parents/caregivers can be described as secondary duty-bearers.

**Event owner:** The Sport Governing Body that owns the rights to organize the event.

**Grievance mechanism:** Grievance mechanisms are the processes or procedures needed for bringing a complaint and having it heard if a human rights violation has occurred, and that includes a process for settling the complaint. Governments have a duty to provide access to effective remedy for victims through robust "State-based judicial grievance mechanisms" (for example, court systems) and "State-based non-judicial grievance mechanisms" (for example, adjudication, mediation or culturally appropriate and rights-based systems). These can look and operate quite differently from one context to the next. "Non-State based grievance mechanisms" established or provided for by a business enterprise can also supplement the courts and other government-run remedy channels. Some sports federations have set up internal grievance mechanisms for hearing and resolving complaints, or use external mechanisms that may be available to it and those alleging abuses but which are "hosted" outside the specific sports body.

**Host city(s) or municipality(s):** The city(s) or municipality(s) bidding or awarded (i.e., contracted) to deliver an MSE.

**Human rights:** The rights and freedoms inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.<sup>10</sup>

**Language:** Includes spoken and signed languages and other forms of non-spoken languages.

**Local organising committee (LOC):** The entity that is set up with the sole responsibility to plan and coordinate the implementation of a mega-sporting event. They are usually short-term, temporary organisations that are disbanded within a year of the event concluding. Organising committees often include representatives from local and national government and national sports authorities. These organisations are overseen by the owner of the event (for example, Fédération Internationale de Football Association (FIFA) for the FIFA World Cup, the International Olympic Committee (IOC) for the Olympic Games, International Paralympic Committee (IPC) for the Paralympic Games and so on).

**Mega-sporting events (MSEs):** These are defined as sporting events of an international scale organised by a special "authority" that yield extremely high levels of media coverage and impacts (economic, tourism, infrastructure, etc.) for the host community and country because of the event's significance and/or size. The mega event is often accompanied by parallel activities such as

10 <https://www.un.org/en/global-issues/human-rights>

festivals and/or cultural events.

**MSE bid/bid document:** The country, city or municipality's application stating their interest in, and commitment to, hosting an event. It often responds to very specific bidding requirements that the event owner prescribes. More and more often, these bidding requirements contain human rights requirements.

**Remedy:** A fundamental human rights principle is that victims must have access to effective remedy when their rights have been violated. Remedy refers to both the processes needed to correct or redress a human rights violation that has occurred, and the outcome of making good a harm. Forms of remedy include: an apology, financial or non-financial compensation, restitution (giving back to someone what was rightfully theirs), sanctions, and prevention of future harm.

**Rights-holders:** The individuals and groups who benefit from human rights treaties, sometimes referred to as affected groups. Note this is distinct from the term 'rights-holder' in a commercial context. For child rights, the main rights-holders are children under 18 years of age. However, parents are also rights-holders under the UN Convention on Rights of the Child. They are entitled to assistance from the State (for example, government) in raising their children, and they are entitled to provide their child with advice and guidance. All rights-holders, including children, are strongly encouraged to respect the rights of others, but rights are not contingent on rights-holders fulfilling duties or responsibilities towards others.

**Salient human rights issues:** Those human rights that are at risk of the most severe negative impacts through an organisation's activities or relationships and are determined by their scope (numbers negatively affected), scale (gravity) and irremediability (how close the harm is to becoming irreparable). Salience uses the risk to people, not to business, as its focal point, while recognising that where risks to people's human rights are greatest, there is often a strong convergence with risk to business. Salience, therefore, focuses a business's resources on finding the information that is necessary for it to manage risks to human rights effectively. In this way, it helps businesses set priorities and report on human rights information that shareholders, investors, governments, customers, consumers, media, civil society organisations, and directly affected people want to see.

**State:** The term "State" is often used interchangeably with "government" and sometimes the word "country". It is widely used in legal and political circles and typically refers to a political entity under a system of governance within a defined territory. The "State" is the main human rights duty-bearer, and includes government at the city, state and federal level and everyone who works for it, such as law enforcement officers, lawyers, teachers, and social workers.

**Treaty or convention:** An agreement between countries to behave in a certain way. Human rights conventions and treaties are commitments made by governments that they will treat the people who live in their countries in a particular manner. A convention sets standards or rules that must be followed to protect human rights. Conventions can also be called treaties, covenants, international agreements, or legal instruments. When a country ratifies a convention, it often changes its own laws so that the goal of the convention can be reached. Conventions put a legal obligation on governments to do all they can to respect the rights in question.

**Universal design:** The design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

# TOOL FOR LOCAL ORGANIZING COMMITTEES AND HOST CITIES/MUNICIPALITIES

## Indicators

The following provides guidance on the content and how to score each indicator.

### 1. FORMAL COMMITMENT TO CHILD RIGHTS

#### Question:

Has your organisation made a formal commitment to respect, promote and protect all children's rights (including through targeted measures addressing all forms of discrimination<sup>11</sup> against children) in line with human rights principles, norms and standards?

**GREEN** Your organisation has achieved the desired result.

**Means of verification:** Adopted a policy or approach, or made a commitment to respect human rights including child rights.

**AMBER** Your organisation is taking concrete steps to make progress in this area (for example, doing research or consulting with an expert), or a draft policy.

**Means of verification:** Consultation process to inform the development of a policy.

**RED** Your organisation has not engaged in this area yet.

<sup>11</sup> Based on age, gender, disability, race, ethnicity, social origin, migration status, gender identity, sexual orientation, religion, political or other opinions, birth or other status

## Key terms:

**Formal commitment:** refers to one or more publicly available statement(s) of the LOC or Host City's responsibilities, commitments or expectations with regard to respect for human rights including child rights across its activities and business relationships<sup>12</sup>.

**Human rights principles, norms and standards:** refers to –

- **Human rights principles:** include universality, inalienability (cannot be taken/given away), indivisibility, interdependence (loss of one, impacts on all) and interrelatedness, equality and non-discrimination, participation and inclusion, accountability and rule of law.
- **Child rights principles:** include non-discrimination; the best interests of the child; the right to life, survival and development; respect for the views of the child.
- **Human rights norms and standards:** refer to the section on 'what are human and child rights' above for more details.

## Guidance:

The LOC and Host City have a responsibility to respect human rights (including child rights) under the UN Guiding Principles for Business and Human Rights, and are also widely encouraged to commit to supporting human rights (including child rights).

- The responsibility to respect is about avoiding any infringement of the human rights of others, including children, and addressing any adverse human rights impact in MSE related activities.
- The responsibility to respect applies to direct and indirect impacts linked to the MSE.
- The commitment to support human rights (including child rights), in addition to respecting human rights, is voluntary but includes actions that seek to advance human rights (including children's rights) through the MSE activities. In effect - establishing a human rights-based culture for the MSE.

In other words, the LOC and Host City need to know and demonstrate respect for human rights (including child rights). This cannot be done unless explicit policies and processes are in place.

In order to meet the responsibility to respect human rights, in general, and child rights in particular, the LOC and Host City should have in place a policy commitment to respect and protect human rights including the rights of all children, building on national human rights obligations and commitments to implement the UN Convention on the Rights of the Child (ratified by all UN Member States but one) and to achieve the Sustainable Development Goals (SDGs), which are explicitly grounded on human rights and contain 44 child-rights related indicators. The commitment to children's rights needs to be made public and be widely disseminated.

For more information about human and child rights refer to the Toolkit Overview.

<sup>12</sup> <https://www.ungreporting.org/reporting-framework/governance-of-respect-for-human-rights/policy-commitment/>

## Further readings: (in alphabetical order)

- [Beijing Platform for Action: The Girl Child](#)
- [CEDAW: UN Convention on the Elimination of All Forms of Discrimination Against Women](#)
- [CEDAW in Brief: For Adolescents Children are everyone's business: workbook 2.0](#)
- [Children's Rights and Business Principles](#)
- [Child Friendly version of the UN CRC](#)
- [Children's Rights in Sport Principles](#)
- [UN Convention on the Rights of the Child](#)
- [UN Guiding Principles on Human Rights and Business](#)
- [How to Implement a Child Rights Perspective](#)
- [The Sporting Chance Principles](#)
- [What are human rights?](#)
- [White Paper 4.1 Children's Rights in the Sports Context](#)

## Videos:

- [The UN Guiding Principles on Business and Human Rights: An Introduction](#)

## 2. GENDER MAINSTREAMING/EQUALITY MAINSTREAMING POLICIES AND PRACTICES

### Question:

Has your organisation adopted a gender mainstreaming/equality mainstreaming approach to all their policies and practices, and does your organisation have a specific policy or strategy that ensures accessibility, inclusion, safety and remedy for girls as well as for children with diverse sexual orientation, gender identity, gender expression and sex characteristics regarding all of the events and activities associated with the MSE, developed in consultation with them and their representative organizations?

**GREEN** Your organisation has achieved the desired result.

**Means of verification:** A gender mainstreaming/equality mainstreaming approach to all policies and practices; a gender unit and/or gender focal point as part of the team; a separate policy or strategy focused on assuring access, inclusion, safety, and remedy for girls, as well as for children with diverse sexual orientation, gender identity, gender expression and sex characteristics; in regard to the MSE's activities, built in consultation with these different groups and their representative organisations.

**AMBER** Your organisation is taking concrete steps to make progress in this area (for example, doing research or consulting with an expert).

**Means of verification:** Initial efforts on assessing how the MSE could affect differently girls, boys and children with diverse sexual orientation, gender identity, gender expression and sex characteristics; initial engagements with their representative organizations.

**RED** Your organisation has not engaged in this area yet.

### Key Terms:

**Equality mainstreaming:** Because the gender mainstreaming definition is not explicit about specific implications, concerns, and experiences of people with diverse sexual orientation, gender identity, gender expression and sex characteristics, ILGA<sup>13</sup>, the International Lesbian, Gay, Bisexual, Trans and Intersex Association, coined the term "equality mainstreaming". It is based on the idea that, in order to achieve equality, the impacts of the decision on all groups should be considered and that attention should be paid to avoid discrimination on account of gender, sex and sexuality. It also

<sup>13</sup> ILGA, 2007 <https://www.ilga-europe.org/resources/ilga-europe-reports-and-other-materials/equality-mainstreaming-fact-sheet-2007>



means that all groups, particularly those that have been traditionally discriminated against, should be part of the decision-making process.

**Gender mainstreaming:** the process of assessing the implications for women and men, girls and boys, of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's, (girls' as well as boys') concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programmes in all political, economic and societal spheres so that everyone benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Gender mainstreaming does not replace the need for targeted, women-specific policies and programmes or positive legislation, nor does it substitute for gender units or gender focal points.<sup>14</sup>

**SOGIESC:** is a term that encompasses sexual orientation, gender identity, gender expression and sex characteristics.

- **Sexual orientation (SO)** – 'Sexual orientation is understood to refer to each person's capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender.'<sup>15</sup>
- **Gender identity (GI)** – 'Gender identity is understood to refer to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms.'<sup>16</sup>
- **Gender expression (GE)** – 'External manifestations of gender, expressed through one's name, pronouns, clothing, haircut, behavior, voice, or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine and feminine changes over time and varies by culture. Typically, transgender people seek to make their gender expression align with their gender identity, rather than the sex they were assigned at birth.'<sup>17</sup>
- **Sex characteristics (SC)** – Include primary sex characteristics (for example, inner and outer genitalia and/or the chromosomal and hormonal structure) and secondary sex characteristics (for example, muscle mass, hair distribution and stature).<sup>18</sup>

## Guidance:

Because we live in an unequal society, driven by several gender norms that dictate what is appropriate for a girl and what is appropriate for a boy, girls and boys end up having very different experiences from each other in life. They face distinct challenges and have specific needs, which means that they are likely to be impacted differently throughout the MSE lifecycle. This is also true for children with diverse sexual orientation, gender identity, gender expression or sex characteristics.

<sup>14</sup> United Nations Economic and Social Council, 1997

<sup>15</sup> Definition from the Sexual Orientation, Gender Identity and Expression, and Sex Characteristics at the Universal Periodic Review, November 2016. (November 2016), [https://ilga.org/downloads/SOGIESC\\_at\\_UPR\\_report.pdf](https://ilga.org/downloads/SOGIESC_at_UPR_report.pdf)

<sup>16</sup> See n15 above.

<sup>17</sup> See n15 above.

<sup>18</sup> See n15 above.

Globally, girls are more excluded than boys from decision-making that impacts their lives. In many countries, they have less access to health, nutrition and quality education. Girls are also more at risk of gender-based violence in their homes, communities, schools, and online, and many are victims of harmful practices such as child marriage and female genital mutilation. Marginalised girls face additional discriminations, including girls who are indigenous, living with disabilities, living in poverty, living in rural settings or who are gender non-conforming. In the MSE sport environment, the girl athlete is more at risk than the boy athlete. Children with diverse sexual orientation, gender identity, gender expression and sex characteristics (SOGIESC) are also more likely to suffer discrimination, physical and sexual violence.

In order for children to fully and safely access, participate in and enjoy an MSE, it is recommended that the LOC and Host City adopt a twin-track approach, which means combining gender-targeted interventions for specific groups of children, with a broader gender perspective to the overall policies, practices and decisions concerning the MSE, as follows:

- **Institutional Arrangements:** to support gender mainstreaming such as gender units and gender focal points systems.
- **Gender Analysis:** identify if, how and why issues affect girls, boys and children with diverse SOGIESC differently and unequally within the context of the MSE and what options exist to address them.
- **Strategy Design:** use the findings of the gender analysis to inform the design of a strategy to ensure accessibility, inclusion, safety and remedy for girls and children with diverse SOGIESC throughout the MSE lifecycle. Establish priority issues, target groups, indicators, modalities of intervention in consultation with girls, boys, and children with diverse SOGIESC, their representative organizations and other strategic partners.
- **Resource Allocation:** ensure the allocation of adequate financial and human resources to effectively address gender equality considerations.
- **Strategy Implementation and Accountability:** implement the action plan and have accountability mechanisms in place, including a contact person/point for affected girls, boys and children with diverse SOGIESC.
- **Monitoring and Evaluation:** collect gender-disaggregated data, and constantly monitor and evaluate the effectiveness of the strategy implementation, learn with the findings, adjust accordingly, and report on progress.

### Further readings: (in alphabetical order)

- [A New Era for Girls: Taking Stock of 25 Years of Progress](#)
- [Gender Dimensions of the Guiding Principles on Business and Human Rights](#)
- [Gender Mainstreaming: A Global Strategy for Achieving Gender Equality and the Empowerment of Women and Girls](#)

## 3. ACCESS AND INCLUSION FOR CHILDREN AND CAREGIVERS WITH DISABILITIES

### Question:

Does your organisation have a specific policy or strategy that ensures inclusion of and accessibility to children and caregivers with disabilities to all events and activities associated with the MSE (including remedy and representation in communications)?

**GREEN** Your organisation has achieved the desired result.

**Means of verification:** A separate policy or strategy or specific text embedded into an official document that specifically addresses this topic; disability inclusion focal point as part of the team.

**AMBER** Your organisation is taking concrete steps to make progress in this area (for example, doing research or consulting with an expert).

**Means of verification:** Meeting reports, draft policy or strategy, notes from consultations with children and caregivers with disabilities or their representative organisations; some new policies or procedures adopted.

**RED** Your organisation has not engaged in this area yet.

### Key terms:

**Accessibility:** refers to the degree to which the environment, products, information and services are accessible to people with disabilities. Accessibility is a precondition for persons with disabilities to live independently and participate fully and equally in society. For example, do or will children and caregivers with disabilities have the same access to venues as others, are interpreter services, quiet spaces and inclusive play areas made available.

**Inclusion/disability inclusion:** is the meaningful participation of persons with disabilities in all their diversity, the promotion of their rights, and the consideration of disability-related perspectives, in compliance with the UN Convention on the Rights of Persons with Disabilities.

**Persons with disabilities:** include those who have long-term impairments which in interaction with various barriers (that is, environmental, institutional, attitudinal and communication) may hinder their full and effective participation in society on an equal basis with others.

## Guidance:

The aim of this indicator is to capture the actions the LOC and Host City take to ensure the MSE is inclusive for children with disabilities, ensuring no child is discriminated against on the basis of their disability. It also addresses the importance of ensuring caregivers of children that have disabilities, have full access to the MSE. This includes ensuring access to the physical environment, services, transportation, information and communication, inclusive information and communications technology (ICT) systems.

An estimated 15% of the world's population, or approximately 1 billion people, are persons with disabilities. Children and caregivers with disabilities will engage in the MSE as athletes, fans, spectators, the family of athletes, vendors, staff/management, etc. It is important to remember that there are children and caregivers with visible and invisible disabilities.

The *UN Convention on the Rights of Persons with Disabilities* (CRPD) was adopted in 2006 as a comprehensive international framework. The CRPD guides national policy-making and legislation for building an inclusive society and fostering disability-inclusive development. [Article 7](#) of the CRPD specifically addresses the rights of children with disabilities and [Article 30](#) looks at the rights of persons with disabilities to participate in cultural life, recreation, leisure and sport.

While the LOC and the Host City consider how to plan an event that is accessible, it is best to apply [Universal Design Principles](#)<sup>19</sup> to ensure it is not only accessible to persons with disabilities, but everyone. It is also critical to engage and consult with user groups for feedback on plans and policies as they are developed and implemented.

It is also important to consider international standards for accessible Information Communication Technology (ICT), such as the Global Initiative for Inclusive ICTs ([G3ict](#)), or Web Content Accessibility Guidelines ([WCAG](#)).

For specific guidance on how to create an accessible stadium and matchday experience, refer to the [UEFA and CAFE Good Practice Guide](#).

## Further readings: (in alphabetical order)

- [Report on Physical Activity and Sports Under Article 30 of the Convention on the Rights of Persons with Disabilities](#) – OHCHR, 2021
- [The UEFA and CAFE Access for All Guide](#)
- [Universal Design Principles](#)
- [UN Convention on the Rights of Persons with Disabilities, Article 30](#)
- [Using Universal Design to Embrace Difference in Sport Planning](#)

## Podcast:

- [Rights, Sport and Disability](#) – Centre for Sport and Human Rights, 2021.
- [Children, Sport & COVID-19 ep5: Children with Disabilities](#) – Centre for Sport and Human Rights, 2020.

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<sup>19</sup> Universal design is the design of buildings, products or environments to make them accessible to all people, regardless of age, disability or other factors.

## 4. SAFEGUARDING

### Question:

To what extent has your organisation taken effective action to ensure a comprehensive safeguarding policy and a set of procedures are in place to prevent and respond to possible abuse and harm?

#### GREEN

Your organisation has achieved the desired result.

**Means of verification:** A child safeguarding policy and set of procedures are in place, including a code of conduct for staff and volunteers, and a risk assessment that is regularly reviewed and socialised; identified child safeguarding lead and safeguarding training for all staff and volunteers, including protecting children online and offline and reporting mechanisms.

#### AMBER

Your organisation is taking concrete steps to make progress in this area (for example, doing research, taking preventative actions, or consulting with an expert, including child protection organisations).

**Means of verification:** A draft child safeguarding policy and set of procedures, including links to related policies (for example, a code of conduct or whistleblowing policy).

#### RED

Your organisation has not engaged in this area yet.

### Key terms:

**Child protection:** protecting an individual child that has been identified as being at risk of abuse, violence, exploitation, or neglect. It is one part of child safeguarding and should be seen as the last line of defence in child safeguarding.

**Child safeguarding:** what is needed to keep all children safe from harm, abuse, violence, exploitation, and neglect. Child safeguarding involves all the measures we take to ensure that no child is exposed to harm. In some languages, 'child safeguarding' will also be called different things, including 'keeping children safe' or 'child protection'.

### Guidance:

Child safeguarding is a critical consideration for children's safety and well-being around mega-sporting events. Keeping children safe is everyone's responsibility. It is important for those organising the event to understand and assess the possible risks to children and put safeguarding measures in place to prevent harm from occurring to children. As part of the possible risks, it is important to look at children as athletes, as volunteers, as spectators, but also children in the community who will be impacted.

Risks to children are present at all kinds of MSEs, not just child-focused events, irrespective of the event's geography and budget. Children can experience many types of harm in relation to MSEs. It has been shown that children with physical and/or intellectual disabilities are significantly more likely to be abused.

Safeguarding policies and procedures should include actions to prevent and mitigate the risk of abuse, exploitation or neglect, and to refer cases promptly to the appropriate authorities, including mandatory reporting according to relevant national child protection systems. They should also ensure a code of conduct and internal disciplinary measures are in place; protect whistle-blowers and victims; and include robust recruitment and training practices. There should be child-friendly information about the policy and procedures as part of a child-centred response. All of these requirements must apply to all organisations taking part in the event. Due diligence is necessary to ensure other organisations involved in the event are also clear about safeguarding expectations and have policies in place.

### Key stages to address in a safeguarding policy and set of procedures:

- **Prevention:** ultimately, safeguarding is about making sure we do everything we can to prevent harm from happening. You can start with a plan developed with child protection experts, including children, to map what you need to have in place to prevent risks to children, including the necessary budget.
- **Risk identification:** when putting safeguarding into practice at an MSE, identifying and assessing potential risks to children is critical. It includes conducting risk assessments across all the key areas of activity anticipated at the MSE (including sport, venue management, transport, accommodation, medical and security), disseminating the findings, and putting steps in place to minimise the identified risks. Where the risks are considered too high, the activity should not proceed. A risk register should be regularly reviewed and updated.
- **Response:** for safeguarding to function properly, effective protection systems are required, both for the reporting and processing of any complaints or concerns that are raised and to support victims. Systems should comply with, and be in step with, relevant child protection systems and legislation in the jurisdiction. They must also work to ensure a prompt child-centred response wherever concerns are raised about the risk of, or actual, harm to a child's safety or well-being. Sometimes adults are also scared to report concerns, so it is important to have a whistleblowing policy in place in addition to a child safeguarding policy. Organisations also have a duty to make sure they have the advice and support on hand to help people take action to safeguard children.

### Resource materials and tools: (in alphabetical order)

- [Activity Alliance: Safeguarding Materials including Event Welfare Plan](#)
- [Bond Safeguarding Resources](#)
- [Child Safeguarding Guidance for Journalists: 2nd Edition from Keeping Children Safe, Terre des Hommes International Federation](#)
- [FIFA Guardians Programme](#)
- [International Safeguards for Children in Sport](#)
- [IOC Toolkit on Harassment and Abuse](#)

- [Keeping Children Safe](#)
- [NSPCC \(UK\) Safe Sports Events Management Tool](#)
- [Resource Support Hub E-Learning: Safeguarding Matters](#)
- [Spanish High Council for Sport Activity Guides for the Prevention of Child Sexual Abuse in Sport](#)
- [UEFA: Child Safeguarding in Football Toolkit and Online Courses](#)
- [UNICEF Child Safeguarding Toolkit for Business](#)



## 5. CHILD-FRIENDLY REMEDY

### Question

Does your organisation provide access to effective remedy to child victims and their parents/ caregivers for child rights violations linked to the organisation and staging of the MSE, including through access to child justice and/or rights-based informal systems?

#### GREEN

Your organisation has achieved the desired result.

**Means of verification:** Complaints and dispute resolution mechanism(s) in place and means of access widely disseminated, complaints mechanism receiving and handling complaints; stakeholder involvement in reviews and revisions to the grievance mechanisms.

#### AMBER

Your organisation is taking concrete steps to make progress in this area (for example, doing research or consulting with an expert).

**Means of verification:** Stakeholder discussions ongoing to identify or shape complaints and dispute resolution channels for a variety of users including children; user-procedures being devised for operational grievance mechanisms; guidance being developed on how to access State-based remedy channels; hotlines being set up; other means of reporting complaints are explored.

#### RED

Your organisation has not engaged in this area yet.

### Key terms:

**Remedy:** a fundamental human right enshrined in various regional and international human rights instruments. According to this right, victims must have access to effective remedy when their rights have been violated. Remedy refers to both the processes needed to correct or redress a human rights violation that has occurred, and the outcome of making good a harm. Forms of remedy can include: an apology, financial or non-financial compensation, restitution (giving back to someone what was rightfully theirs), legal sanctions, and prevention of future harm. In addition to the victim, consideration should be given to all involved on the reporting pathway (that is, the reporter, the victim, and the accused).

### Guidance:

The aim of this indicator is to capture the actions the LOC and Host City take to provide access to effective remedy to children that have had their rights violated as a result of the MSE.

The *UN Guiding Principles on Business and Human Rights* (UN Guiding Principles) envisage the following three types of mechanisms to provide access to effective remedy in business-related human rights abuse situations (including sport): State-based judicial mechanisms, State-based non-judicial grievance mechanisms, and non-State-based or operational-level grievance mechanisms.

State-based judicial mechanisms refer to litigation in national courts. State-based non-judicial mechanisms refer to National Contact Points that handle cases under the OECD Guidelines for Multinational Enterprises, or National Human Rights Institutions where those institutions (sometimes called Commissions or Ombudspersons) entail complaint procedures. Non-State based or operational-level grievance mechanisms refer to mechanisms operated by companies or other private or hybrid entities, such as LOCs.

UN Guiding Principle 1 requires States (including at the city/municipal level) to take "appropriate steps to prevent, investigate, punish and redress" business-related human rights abuses within their territory and/or jurisdiction. In parallel, businesses (including LOCs operating commercially) where they have caused or contributed to adverse human or child rights impacts, should "provide for or cooperate in the remediation of business-related human rights abuses through legitimate processes". Guiding Principle 25 in Pillar III on Access to Remedy, reminds State actors to "take appropriate steps to ensure" that those affected by business-related human rights abuses within their territory and/or jurisdiction "have access to effective remedy". This underscores the fact that duties and responsibilities to provide access to effective remedy lie with State and non-State actors.

Even where LOCs do their best to implement the UN Guiding Principles, negative child human rights impacts may still result from MSE-related operations, mistakes or deliberate actions/omissions. Affected children and their parents/caregivers need to be able to seek redress through effective judicial and non-judicial grievance mechanisms. UN Guiding Principles' Pillar III on Access to Remedy clarifies that such mechanisms can be strengthened by both State and non-State actors:

- "As part of their duty to protect, States must take appropriate steps to ensure that when abuses occur, victims have access to effective judicial and non-judicial State-based grievance mechanisms.
- Non-State-based grievance mechanisms should complement State-based mechanisms. This includes mechanisms at the operational level (meaning that companies are involved in implementing them), at a national level, or as part of multistakeholder initiatives or international institutions.
- All non-judicial grievance mechanisms should meet key effectiveness criteria by being "legitimate, accessible, predictable, equitable, transparent, rights-compatible, a source of continuous learning, and (in the case of operational-level mechanisms) based on dialogue and engagement".<sup>20</sup>

The effectiveness criteria can be found in Principle 31 of the UN Guiding Principles and can be used as guidance also for State-based mechanisms. They apply to the remedy process and to the remedy outcome.

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20 <https://shiftproject.org/resources/ungps101/pillar-3-of-ungp-remedy/>

Important parts of child-friendly remedy are reporting and taking of actions guided by the best interests of the child. Children find it extremely difficult to talk about and report their experiences of rights violations – particularly concerning violence. MSEs offer opportunities to raise children's awareness of their rights and provide them with information about who they can turn to if they have worries.

When providing remedy to redress adverse impacts, LOCs and Host Cities should:

- Keep in mind differentiated intersectional impacts on girls, boys, and children with diverse sexual orientation, gender identity, gender expression and sex characteristics and their human rights.
- Be responsive to the unique experiences of girls and boys, especially in the event of sexual harassment and/or gender-based violence.
- Pay attention to the specific barriers faced by girls and boys in obtaining effective remedies, as a result of gender bias.
- Aim at bringing about systematic changes in terms of gender-based discrimination.

### **Further readings: (in alphabetical order)**

- [ECPAT Access to Justice Thematic Report](#)
- [Gender Dimensions of the Guiding Principles on Business and Human Rights](#)
- [OECD Guidelines for Multinational Enterprises](#)
- [Remedy Mechanisms for Human Rights in the Sports Context](#)

## 6. CHILD-SENSITIVE COUNSELLING, COMPLAINT AND REPORTING MECHANISM

### Question:

Does your organisation have a plan to establish safe child-sensitive mechanisms for children to seek help or advice if they experience abuse, exploitation or have other concerns, or to report violations of rights that occur (for example, helplines, hotlines or other complaint channels or mechanisms)? Has the organising committee put in place a response and reporting protocol in coordination with the child protection national authority and the police?

### GREEN

Your organisation has achieved the desired result.

**Means of verification:** Child-friendly and accessible resources are readily available to children including information about where to go for help; there is a plan in place with the child protection authorities to support children.

### AMBER

Your organisation is taking concrete steps to make progress in this area (for example, doing research or consulting with an expert).

**Means of verification:** Written notes or report from a child-friendly consultation process with an appropriate cross-section of children on the topic; draft plan.

### RED

Your organisation has not engaged in this area yet.

### Key terms:

**Child-sensitive:** means that information and advice provided to children should be conveyed in a manner adapted to their age, maturity and circumstances, and languages children can understand and which is gender and culture-sensitive, and supported by child-friendly materials and information services. Formats need to be inclusive of children with disabilities that may face barriers to communication with officials.

**Responding:** means any concern raised by a child is necessary and should follow the reporting protocols established with the local authorities.

**Reporting:** refers to communications on incidents of violations of children's rights made to the competent authorities by someone, be it a child or an adult, other than the victim. The struggle to protect children, including from violence requires a holistic approach, involving: awareness-raising, prevention, law enactment and enforcement, and sound data and research; the protection, treatment, recovery and social reintegration of child victims; and the investigation and punishment of perpetrators.

**Hotline:** a direct phone line set up for a specific purpose. For example, reporting cases of abuse and neglect.

**Child helplines:** support services specifically for children. They are usually operated by civil society organisations or, sometimes, by government bodies.

## Guidance:

It is essential that children have safe ways to seek advice or report concerns regarding violations of their rights. This can include helplines, hotlines and complaint mechanisms provided by civil society, statutory authorities or National Human Rights Institutions. It is not enough for such mechanisms to be in place - they must also be accessible and child-sensitive. A child-sensitive mechanism should ensure:

- The right of the child to respect for his or her dignity at all times.
- The right of the child to privacy and, where a more formal process of investigation is initiated, to participation in meetings or interviews in a secure and reassuring environment, with support from a parent/caregiver where appropriate (A child should always have a child welfare advocate with them).
- The best interests of the child as a primary concern.
- The right of the child to protection from discrimination and to be treated in accordance with the principle of equality.
- Respect for the child's views in dealing with the request for advice, report or complaint, while recognising children's best interest may require taking action.
- The right of the child to be promptly provided with necessary information in an accessible format (that is, for children with disabilities), language, including possible options and consequences of making a complaint, the procedures involved, and available protective measures and support services.
- Respect and informed approach in dealing with situations of sexual abuse and harassment and gender-based violence.
- Provision of appropriate professional or paraprofessional support to the child, including in overcoming the adverse physical, psychological and social consequences of the incident addressed by the complaint or report.
- Decisions are made as swiftly as possible.<sup>21</sup>

The LOC and Host City should assess what counselling, complaint and reporting mechanisms exist already, and identify the actions needed to establish or strengthen them, including through providing human or financial resources.

## Further readings: (in alphabetical order)

- [Child Helplines and Mobile Operators: Working Together to Protect Children's Rights](#)
- [Safe and Child-Sensitive Counselling, Complaint and Reporting Mechanisms to Address Violence Against Children](#)

<sup>21</sup> [Safe and child-sensitive counselling, complaint and reporting mechanisms to address violence against children](#)

# 7. PROTECTIONS AGAINST CHILD LABOUR

## Question:

Has your organisation taken effective action to comply with international standards to eliminate child labour, and acted to identify, prevent and reduce child labour risks in construction, in the supply chain for goods and services, and any other activities directly linked to the MSE?

### GREEN

Your organisation has concrete plans in place to systematically prevent, monitor and mitigate child labour and related violations in relation to the areas mentioned, and to provide remedy and rehabilitation for victims.

**Means of verification:** Child labour mitigation plan adopted and being implemented; anti-child labour clauses embedded in tendering processes and procurement contracts for construction and other goods and services; final agreements with partners in the supply chain aim to eliminate child labour; avenues for remediation and support available for victims and their families; specific indicators in the overall MSE monitoring framework related to child labour agreed upon.

### AMBER

Your organisation is taking concrete steps to make progress in this area (for example, conducting context-specific child labour risk assessments, consulting with experts).

**Means of verification:** Public anti-child labour commitments; context-specific child labour risk analysis; child labour mitigation plan in development including anti-child labour clauses in tendering and procurement; discussions with partners in the supply chain for goods and services on anti-child labour measures (for example, child labour incidence surveys in factories); discussions on specific indicators in the overall MSE monitoring framework related to child labour.

### RED

Your organisation has not engaged in this area yet.

## Key terms:

**Child labour:** work that deprives children of their childhood, their potential and their dignity. Child labour is work that is harmful to children's physical or mental development, or interferes with their education or vocational training (for example, it undermines school attendance or requires them to attempt to combine schoolwork with long hours or heavy work), or for which the child is simply too young. International labour law requires governments to establish a minimum age for entry into work or employment, which corresponds with the age at which a child leaves compulsory education, and to establish national policies for the elimination of child labour. Children above the minimum age (but below 18) are allowed to work, but it must not be hazardous (that is, dangerous to a child's health, safety or mental wellbeing), or be among the worst forms of child labour.

## Guidance:

While virtually all governments have enacted anti-child labour legislation and the worst forms of child labour are outlawed globally for anyone under 18, child labour risks exist in all markets. As there is a high correlation between poverty and child labour the risks are often most acute in countries where public authorities do not adequately enforce their child labour laws or where capacity is weak.

To help answer this question, the LOC and Host City need to:

- Be familiar with the international standards designed to eliminate child labour and in particular the worst forms of child labour.
- Map the child labour laws in the relevant jurisdiction, know who is responsible for monitoring and ensuring enforcement of those laws, and where to turn to for advice.
- Assess potential child labour risks linked to:
  - » MSE construction
  - » Competition and event-time activities, and
  - » The supply chain for goods and services (especially if sourcing from high-risk countries or sectors that are often linked to child labour, such as, agricultural commodities).
- Consult directly with potentially affected children and their families.
- Consult with child welfare experts, community-based organisations, and trade unions.
- Integrate anti-child labour clauses into tendering criteria and supplier contracts, strengthen the capacity of suppliers to prevent/eliminate child labour in their own supply chains, and incentivise good practice (for example, through conferring preferred supplier status or higher volume orders).
- Move beyond compliance models and prioritise continuous improvement and collective action with partners (for example, suppliers, brands, governments, international agencies, unions, employers' organisations and civil society) as a way of raising labour rights standards and supporting solutions to ending child labour (for example, supporting poverty reduction and increased avenues for decent work for parents/caregivers).
- Track, monitor and communicate efforts to prevent and address child labour.
- Provide for or participate in effective grievance or complaint mechanisms where MSE activities cause or contribute to child labour.

The key international frameworks on child labour that underpin these efforts are:

- ILO Minimum Age Convention (No. 138)
- ILO Worst Forms of Child Labour Convention (No. 182)

The *UN Convention on the Rights of the Child* also addresses the right of the child to be protected from performing any work that is likely to be hazardous or to interfere with the child's education, or which may be harmful to the child's health or physical, mental, spiritual, moral or social development.



## Further readings: (in alphabetical order)

- [Child Exploitation and the FIFA World Cup](#) - A review of risks and protective interventions, 2013.
- [Child labour and responsible business conduct: A guidance note for action](#) (Unicef)
- [Children's Rights in the Sport's Context](#) - Sporting Chance White Paper 4.1. MSE Platform for Human Rights, 2017.
- [Give Girls a Chance: Tackling Child Labour, A Key to the Future](#)
- [ILO-IOE Child Labour Guidance for Business: How to do Business with Respect for Children's Right to be Free from Child Labour](#)

# 8.

## ADDRESSING CHILD SEXUAL EXPLOITATION AND CHILD TRAFFICKING

### Question:

Has your organisation taken effective action in partnership with local actors to raise awareness of sexual exploitation of children and trafficking, taken a zero-tolerance approach to these issues in the procurement of goods and services for the MSE, and enhanced the capacity of their staff, business partners, public law enforcement and private security to identify and refer cases of sexual exploitation and trafficking appropriately in and around the MSE?

### GREEN

Your organisation has achieved the desired result.

**Means of verification:** LOCs and Host City have established or contributed actively to awareness-raising initiatives on the issues; training and capacity-building includes necessary information on sexual exploitation and trafficking of children; a zero-tolerance approach has been adopted in value chains and for risks in/around the MSE; collaboration with stakeholders on the ground allows for appropriate referral of cases and partnerships are in place with law enforcement and child protection services.

### AMBER

Your organisation is taking concrete steps to make progress in this area (for example, doing research and risk assessments or consulting with an expert).

**Means of verification:** stakeholders with relevant expertise have been identified and are being consulted to inform a risk analysis on sexual exploitation and trafficking of children to develop a mitigation plan for Host City and supply chain risks.

### RED

Your organisation has not engaged in this area yet.

### Key terms:

**Trafficking:** is the recruitment, transportation, transfer, harbouring or receipt of persons, by the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a person's position of vulnerability, or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

In regard to children, the recruitment, transportation, transfer, harbouring or receipt of a child for exploitation is considered "**trafficking in persons**" even if it does not involve any of the means mentioned in the definition and includes trafficking children for sexual exploitation, labour trafficking, removal of organs, illicit international adoption, trafficking for early marriage,

recruitment as child soldiers, and use in begging. Child athletes are also sometimes trafficked in the context of recruitment.

**Sexual exploitation:** is any actual or attempted abuse of position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. "Sexual exploitation" can include "transactional sex", "solicitation of transactional sex" and "exploitative relationship".<sup>22</sup>

A child is a victim of **sexual exploitation** when she/he takes part in a sexual activity in exchange for something (for example, gain or benefit, or even the promise of such) from a third party, the perpetrator, or by the child her/himself.<sup>23</sup>

## Guidance:

The sexual exploitation and trafficking of children are both among the worst forms of child labour, as such the Guidance provided for question 7 is also relevant.

In addition, because MSE construction and events often involve a large influx of workers and travellers to specific destinations, there is some evidence that MSEs may pose risks to children experiencing sexual exploitation. Investigations have shown documented increases in cases of child sexual exploitation particularly around stadiums, team hotels and practise sites. The LOC and Host City can play a crucial role by anticipating and proactively mitigating these risks, while doing all they can to support victims of sexual exploitation, including children who have been trafficked.

The LOC and Host City should ensure that their child rights risk analysis and mitigation plan include input from stakeholders with expertise in tackling the sexual exploitation of children and trafficking. This includes relevant local and international civil society organisations, law enforcement and other national authorities, international organisations and companies that are members of the [Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism](#).

The steps that the LOC and Host City can take include:

- Incorporating the dimension of sexual exploitation and trafficking into child rights, safeguarding and other relevant policies.
- Ensuring that training and capacity-building activities include information on how to prevent, identify and report instances of child sexual exploitation and trafficking appropriately with a gender perspective.
- Supporting inclusive awareness-raising campaigns for the wider community and those attending or participating in the MSE.
- Ensuring a zero-tolerance approach to sexual exploitation and trafficking in all relevant value chains (see Guidance under indicator 8 for further detail).
- Ensuring effective collaboration and information-sharing with stakeholders on the ground who can advise on, refer or investigate cases of sexual exploitation and trafficking, as well as

<sup>22</sup> UN Glossary on Sexual exploitation and Abuse [https://hr.un.org/sites/hr.un.org/files/SEA%20Glossary%20%20%5BSecond%20Edition%20-%202017%5D%20-%20English\\_0.pdf](https://hr.un.org/sites/hr.un.org/files/SEA%20Glossary%20%20%5BSecond%20Edition%20-%202017%5D%20-%20English_0.pdf).

<sup>23</sup> <http://luxembourgguidelines.org/english-version/>

those who provide services to victims.

- Ensuring the provision of high-quality and gender-sensitive law enforcement and justice response to victims.
- Investing in inclusive long-term prevention measures to address the root causes of sexual exploitation and trafficking, including addressing poverty, tackling harmful gender norms, and empowering children and women.

### Further readings: (in alphabetical order)

- [Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism](#)
- [Handbook on Gender-Responsive Police Services for Women and Girls Subject to Violence](#)
- [International Labour Organisation, Worst Forms of Child Labour Convention, 1999 \(No. 182\)](#)
- [Offenders on the Move](#) - Global Study on the Sexual Exploitation of Children in Travel and Tourism, 2016.
- [Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography](#)
- [Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organised Crime](#)
- [Summary Paper on Sale and Trafficking of Children for Sexual Purposes](#) - ECPAT International, 2020.
- [The Sale and Sexual Exploitation of Children in Sport and Sporting Events](#)

# 9.

## COMBATING DISPLACEMENT AND IMPACT ON CHILD RIGHTS

### Question:

Has your organisation taken action to avoid or minimise the displacement (including forced eviction/relocation) of children and their families from their homes and communities linked to the MSE and the clearance of children in street situations for land acquisition at event-time, and to address the impact it has on children<sup>24</sup> and to guarantee adequate redress (remedy or set right) in the event of resettlement?

### GREEN

Your organisation has achieved the desired result.

**Means of verification:** Mitigation plan in line with human rights principles and standards; and adequate redress mechanisms in the event of resettlement.

### AMBER

Your organisation is taking concrete steps to make progress in this area (for example, doing research or consulting with an expert).

**Means of verification:** stakeholders with relevant expertise have been identified and are being consulted to inform community relocation and security practices, developing a mitigation plan for the Host City.

### RED

Your organisation has not engaged in this area yet.

### Key terms:

**Forced eviction:** is "the permanent or temporary removal against their will of individuals, families and/or communities from the homes and/or land which they occupy, without the provision of, and access to, appropriate forms of legal or other protection."<sup>25</sup>

### Guidance:

Evidence shows that as a result of organising a mega-sporting event, people living around the site of the event can be displaced and have their lives significantly impacted. This commonly happens to make way for venues, accommodation, tourism-related infrastructure and transport, and to improve the image of the Host City by moving people living in street situations (for example, homeless

<sup>24</sup> For example, the loss of housing, lack of access to basic services and play areas, disruption of education and medical care, loss of friendships, etc.

<sup>25</sup> [Committee on Economic, Social and Cultural Rights, general comment No. 7](#)

people) and/or eliminating unsightly slums from areas exposed to visitors and media audiences. These evictions most often affect the most marginalised communities, including children and their families and the urban poor, and force some families into poverty and thus making children even more vulnerable to child labour. Too often there have also been instances of heavy-handed policing and community clampdowns related to forced evictions. Girls and women are particularly vulnerable to violence, including sexual violence, before, during and after an eviction.

Even where the rights of children and their families have not been directly violated, including the right to own land and property, relocated children and families can find their lives uprooted. As was seen in Rio de Janeiro around the Olympic Games, children faced with forced evictions can miss out on school placements, move to dangerous areas, and lose contact with friends and the social fabric of their previous communities.

Recurring patterns of human and child rights abuses linked to such events can be prevented with proper planning. It is important to engage and consult with communities that will be affected by MSE plans before the bid is developed, once the competition is confirmed and across the entire lifecycle of the event, to ensure their rights and needs are upheld.

Whenever possible, evictions should be avoided. When they must happen, proper measures need to be in place to ensure they are carried out in line with international standards and respect for human and child rights, including the principle of free prior informed consent, and there is adequate redress (remedy or set right) in the event of resettlement.

While there are numerous considerations, it is important to ensure there are mechanisms in place for individuals and communities to submit complaints if they believe the MSE has or is likely to have adverse effects on them, their community, or their environment to the organising sport federation and the local government. This mechanism enhances responsiveness and accountability to MSE-affected communities by ensuring grievances are promptly reviewed and addressed. It is also important to have a clear approach to address grievances once reported, especially those that put the rights of children and their families at the forefront.

## Further readings: (in alphabetical order)

- [Assessing the Impact of Eviction: Handbook](#) – UN Habitat, 2014.
- [Breaking Records: Child Rights Violations during the Rio 2016 Olympics](#) – Terres des Hommes, 2016.
- [Fact Sheet No. 25/Rev.1 on Forced Evictions](#) – OHCHR, 2014.
- [Forced Evictions Assessment Questionnaire](#) – OHCHR, 2011.
- [Losing your Home, Assessing the impact of eviction](#) – UN Habitat, 2011.
- [Resettlement Guidance and Good Practice](#) – European Bank for Reconstruction and Development, 2017.
- [Spotlight Brazil Olympic Games preparations displace thousands in Rio de Janeiro](#) – Internal Displacement Monitoring Centre, 2016.

## Videos:

- [Rio 2016: The Exclusion Games](#) – Children Win, 2015.
- [The Fighter – The Dark Side of Rio Olympic Games 2016](#) – Children Win, 2015.

# 10. TACKLING ENVIRONMENTAL IMPACT

## Question:

Has your organisation incorporated into its environmental and resource use strategies, the impact of the event on children?

### GREEN

Your organisation has achieved the desired result.

**Means of verification:** Clear articulation of children's rights and steps that will be taken by the LOC and Host City in the MSE environmental and resource use strategies, contingency and remediation plans.

### AMBER

Your organisation is taking concrete steps to make progress in this area (for example, doing research or consulting with an expert).

**Means of verification:** Consultations with key stakeholders; draft text in the MSE's environmental and resource use strategies; draft contingency and remediation plans for negative effects arising from the event.

### RED

Your organisation has not engaged in this area yet.

## Key terms:

**Environmental impact:** any change to the environment, whether adverse or beneficial, resulting from activities, products or services. It is the effect that people's actions have on the environment.<sup>26</sup>

## Guidance:

The environmental impact of staging a mega-sporting event is significant. From building new stadiums and other infrastructure (for example, transport hubs) to handling an increase in sanitation from visitors can lead to negative consequences, most notably for the most marginalised in the communities nearest to the competition facilities. Some event organisers promise to address potential negative impacts, such as by offsetting carbon emissions generated by the event, however the full ecological imprint of the event can be much greater. From travel to infrastructure and from water to waste, there are many considerations.

<sup>26</sup> Adapted from Energy Education Canada.

One study from Cardiff University in the UK found "the average attendee generates a footprint seven times greater than someone going about normal, everyday activity. Increased travel by event visitors accounted for the biggest part of this significant increase. The consumption of food and drink, and the energy and resources required to produce that food and drink, make up the next largest part of the footprint."<sup>27</sup>

It is well understood that children are uniquely vulnerable to harm from environmental toxins. This means they have an increased vulnerability to environmental impacts, pollutants and deprivations, which have the potential to lead to negative cognitive and mental health outcomes over time. It is therefore imperative for event organisers to ensure children are a key consideration when planning the environmental and resource use strategies for the event from bid to legacy. Children and their families must be a core component of contingency plans and remediation for negative environmental and health outcomes arising from the event.

On the positive side, mega-sporting events can also be an opportunity to address sustainability issues and make positive changes for local communities. They can be a platform to raise awareness about environmental issues when done right.

### Further readings: (in alphabetical order)

- [American Public Health Association: Protecting Children's Environmental Health: A Comprehensive Framework](#)
- [UNEP Testing Environment: While Most Sporting Events have Relatively Small Carbon Footprints, their Ability to Influence is Manifest](#)

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27 <https://www.sciencedirect.com/science/article/abs/pii/S026151770800215X?via%3Dihub>



# 11. CHILDREN AS ACTIVE STAKEHOLDERS

## Question:

Does your organisation provide children, including the most marginalised, with child-friendly accessible information and meaningfully engage with them as key stakeholders on all MSE matters affecting their lives?

**GREEN** Your organisation has achieved the desired result.

**Means of verification:** Accessible and child-friendly information available; established children's advisory committee with evidence of regular engagement and inclusion of their voices in key decisions.

**AMBER** Your organisation is taking concrete steps to engage children as active stakeholders (for example, you have identified and approached relevant child groups or councils).

**Means of verification:** List of relevant child-focused groups or councils; minutes from consultations with key stakeholders.

**RED** Your organisation has not engaged in this area yet.

## Key terms:

**Child-centred/friendly approach:** means giving priority to the interests and needs of children.

**Meaningful participation or consultation with children:** as defined by UNICEF is when children, either individually or collectively, form and express their views and influence matters that concern them. Participation opportunities and activities must be inclusive, giving children of varying ages, family wealth levels, and physical, emotional and cognitive abilities, the chance to take part in decisions that affect their lives.

**Stakeholder:** an individual or group that has an interest in any decision or activity of an organisation.

## Guidance:

The aim of this indicator is to capture the extent to which children are meaningfully engaged in all stages of the MSE, including having the space to express their opinions freely and safely. By engaging children, the LOC and Host City will have a clearer understanding of where they see risks to themselves and their peers, but also where they see opportunities for the MSE to have a legacy for and with children. It is important that engagement with children is inclusive of a wide segment

of children within the population, including the most marginalised.

The main features of meaningful participation (Lundy model<sup>28</sup>) are:

- Space: safe and inclusive opportunity to form and express views
- Voice: expression of views must be facilitated freely in a medium of choice
- Audience: the view must be listened to
- Influence: the view must be acted on as appropriate

The United Nations Committee on the Rights of the Child recently reviewed what is needed for there to be effective and ethical participation of children. Otherwise, participation runs the risk of being tokenistic, manipulative or unsafe. This requires that participation is:

- Transparent and informative
- Voluntary
- Respectful
- Relevant
- Child-friendly
- Inclusive
- Training
- Safe and sensitive to risk
- Accountable

When participation is meaningful, young people's opinions have influence, and they are empowered to make change. The results of this effort should be reviewed and acted on by the LOC and Host City. A deliberate effort should be made to meaningfully engage young people that are marginalised or excluded (for example, children with disabilities, street involved children, children without parental care, children living in poverty, ethnic/minority children, and refugee or migrant children). The LOC and Host City should allocate time, resources and experienced facilitators familiar with child-friendly methodologies to ensure inclusive, safe and meaningful participation for all children, including the most marginalised and excluded. There should also be clear reporting back to the children on how their ideas and recommendations have been implemented.

### Further readings: (in alphabetical order)

- [Bridging the Gap: Inclusive and Accessible Communication Guidelines](#)
- [Children's Participation: How to Involve Children in Decision Making](#) - Global Child Forum Corporate Guide.
- [Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement](#) - UNICEF, 2020.
- [Every Child's Right to be Heard - Chapter 8 Forms of Child Participation](#)
- [Girl Consultation Research Toolkit](#) - The Girl Effect.
- [Principles and Barriers for Meaningful Youth Engagement](#) - United Nations Major Group for Children and Youth, 2017.
- [Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives](#)
- [Toolkit for Meaningful Adolescent Girl Engagement](#)

28 [https://ec.europa.eu/info/sites/default/files/lundy\\_model\\_of\\_participation.pdf](https://ec.europa.eu/info/sites/default/files/lundy_model_of_participation.pdf)

## 12. PARTNERSHIP WITH CHILD RIGHTS ADVOCATE(S) OR ORGANISATIONS

### Question:

Does your organisation collaborate or partner with a children's advocate, ombudsperson or an equivalent professional or civil society organisation at the city and/or municipal level to promote and protect children's rights?

**GREEN** Your organisation has achieved the desired result.

**Means of verification:** Established partnership(s) with details of engagement publicly available.

**AMBER** Your organisation is taking concrete steps to make progress in this area (for example, you have identified and engaged with credible and competent organisations/individuals, or developed an engagement strategy for identified organisations).

**Means of verification:** List of organizations consulted with; minutes from consultations with key stakeholders; draft strategy and action plan.

**RED** Your organisation has not engaged in this area yet.

### Key terms:

**Children's advocate:** an individual(s), professional(s) or organisation(s) who, directly and indirectly, influence decision-makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfilment of children's rights.<sup>29</sup>

**Ombudsperson for children:** The role of an ombudsperson for children is to i) promote and protect the rights and interests of children; ii) improve access to existing rights; iii) promote recognition of human rights not yet embodied in legislation or practice<sup>30</sup>. Different countries have different systems, so there may be either a separate children's ombudsperson or commissioner, or there may be focal points for children's rights that exist within general human rights commissions or ombudsperson offices.

**Children human rights defenders:** "Children who take actions to promote, protect and fulfil human rights, including children's rights, are human rights defenders, even if they do not see themselves

<sup>29</sup> <http://www.unicefinemergencies.com/downloads/eresource/docs/Advocacy/Advocacy Toolkit.pdf>

<sup>30</sup> <https://archive.crin.org/en/guides/un-international-system/national-mechanisms/childrens-rights-and-national-human-rights.html>

as such, or are not considered and called as such by others." <sup>31</sup>

## Guidance:

Partnerships with child's rights advocate(s) or organisations are key to ensure the promotion and protection of children's rights. They are particularly essential as they can help:

- Ensure that accountability and redress mechanisms for child rights are in place
- Contribute to child rights impact assessments
- Support awareness-raising on, and advocacy for children's rights
- Leverage existing capacities and resources to support child rights
- Strengthen the knowledge-base across different entities on child rights
- Facilitate capacity building around child rights

## Further readings: (in alphabetical order)

- [Engaging Stakeholders on Children's Rights](#)
- [The Rights of Child Human Rights Defenders: Implementation Guide](#)

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31 United Nations Committee on the Rights of the Child (2018) 2018 Day of General Discussion Outcomes Report: Protecting and Empowering Children as Human Rights Defenders, p.5

# 13. CHILD-SENSITIVE MARKETING AND COMMUNICATIONS

## Question:

Has your organisation taken effective action to ensure that communications, coverage and marketing of the event, including by sponsors, licensees and other partners, do not have an adverse impact on children? This is especially in regard to reinforcing discrimination and negative stereotypes, or promoting products and services that undermine children's health and well-being.

**GREEN** Your organisation has achieved the desired result.

**Means of verification:** Guidelines, code of conduct, and/or policy on child-sensitive marketing, advertisement and communication: absence of marketing and communications negatively affecting children.

**AMBER** Your organisation is taking concrete steps to make progress in this area (for example, doing research or consulting with an expert).

**Means of verification:** Your organisation is taking concrete steps to make progress in this area (for example, doing research or consulting with an expert).

- Copy of research study or consultant's recommendations.
- Report of meeting to discuss progress made in addressing research findings or implementing recommendations.
- Report on progress made in addressing research findings or in implementing recommendations.

**RED** Your organisation has not engaged in this area yet.

## Key terms:

**Child-friendly marketing:** ensures all efforts to market products and services to children, have the best interest of the child taken into account.

**Child-friendly communications:** ensures all efforts to communicate with and about children and their families, have the best interest of the child taken into account.

## Guidance:

Marketing with, to and for children, is a growing business in many parts of the world, attracting increasing attention from parents/caregivers, regulators, business and civil society. The LOC and

Host City should have a responsible marketing and advertising policy in place and adopt a broad view of what 'harmful' means for children within the context of the MSE. The LOC and Host City responsibility should include all partners engaged within the context of the MSE.

As stated in the Children's Rights and Business Principles, all businesses should ensure that marketing and advertising respect and support children's rights. The LOCs and Host Cities should therefore put effective measures in place and take action to ensure all actors meet their obligation towards responsible, honest and decent marketing communication to children. UNICEF's Digital Marketing and Children Toolkit provides detailed advice on considerations on the appropriate means (timing, placement, form and context) and the methods (use of personal data and privacy concerns) in respect of children's rights in digital marketing.

To help advertisers and marketers, the LOC should ensure clarity on the principles for regulation of responsible marketing communication related to children.

Marketing should not reinforce discrimination. Product labelling and information should be clear, accurate and complete, and empower parents/caregivers and children to make informed decisions. Assess whether there is or may be an adverse impact on children's rights, and take action to integrate and act upon the findings. Factors such as children's greater susceptibility to manipulation, and the effects of using unrealistic or sexualised body images and stereotypes, should be considered.

A common example of MSE marketing that is not child-sensitive is the promotion of sugary drinks.<sup>32</sup>

LOCs and Host Cities should also comply with the standards of business conduct in World Health Assembly instruments related to marketing health<sup>33</sup>. Where national law prescribes a higher standard, business must follow that standard.

LOCs and Host Cities are also encouraged to use marketing that raises awareness of, and promotes, children's rights, positive self-esteem, healthy lifestyles, and non-violent values.

## Further readings: (in alphabetical order)

- [Children and Digital Marketing: Rights, Risks and Responsibilities](#) – UNICEF, 2018.
- [Children are Everyone's Business: Workbook 2.0](#) – UNICEF, 2014.
- [Children's Rights and Business Principles](#) – UNICEF, UN Global Compact and Save the Children, 2012.
- [Portrayal Guidelines for Gender-Balanced Representation](#)
- [The Big Conversation: Handbook to Address Violence Against Women in and through the Media](#)

32 UNICEF <https://www.unicef.org/lac/media/1861/file/PDF%20Estudio%20promoción%20y%20publicidad%20de%20bebidas%20y%20alimentos%20no%20salusables-Resumen%20inglés.pdf>

33 World Health Assembly instruments on marketing and health include: the International Code of Marketing of Breast-Milk Substitutes (1981) and subsequent relevant World Health Assembly resolutions (national measures have been adopted in many countries to give effect to both); the WHO Framework Convention on Tobacco Control (2003); Set of Recommendations on the Marketing of Foods and Non-Alcoholic Beverages to Children; and the World Health Assembly's Global Strategy to Reduce the Harmful Use of Alcohol (2010).

# 14. CHILD-SENSITIVE BUDGETING

## Question:

Does your organisation engage in gender- and child-sensitive budgeting to ensure that resources, particularly public resources, are made available, allocated, and spent in order to support the realisation of child rights before, during and after the MSE?

### GREEN

Your organisation has achieved the desired result.

**Means of verification:** Approved budget with specific notes on how it is gender- and child-sensitive.

### AMBER

Your organisation is taking concrete steps to make progress in this area (for example, doing research or consulting with an expert).

**Means of verification:** Consultations with key stakeholders.

### RED

Your organisation has not engaged in this area yet.

## Key terms:

**Child-sensitive budgeting:** an approach to planning, executing, monitoring and evaluating budgets that incorporate child rights principles and advances the realisation of children's rights.

## Guidance:

At all stages of the budgetary process, the general principles of the *UN Convention on the Rights of the Child* and the budget principles of effectiveness, efficiency, equity and transparency should be respected. This means that:

- The mobilisation and allocation of resources ensure equal opportunities for the realisation of rights for all children without discrimination. Budgetary decisions should take into account that different groups of children have different and specific needs, and special attention should be given to the impact on children in vulnerable situations, such as girls, children with disabilities, migrant children, and children living in poverty.
- The best interests of current and future generations of children should be a primary consideration in the planning and execution of budget decisions.
- Children must be empowered to contribute actively and meaningfully to the budgetary process.

- Budget allocation should also be gender-responsive. Women's economic empowerment has a proven development effect on children, helping them overcome poverty and improve nutrition, health, and access to education. Women usually invest a higher proportion of their income in their families and communities in comparison to men.
- Resource planning, allocation and spending should be informed by reliable and disaggregated data regarding the situation of children and the realisation of their rights.
- Monitoring, evaluation and auditing should ensure that the resources allocated are used for their intended purpose and achieve the desired result.
- Transparency and effective financial oversight mechanisms at all levels should ensure accountability.

### **Further readings: (in alphabetical order)**

- [Deliver for Good: Investments in Girls and Women Power Progress for All](#)
- [Gender-Responsive Budget in Practice: a Training Manual](#)
- [Gender-Responsive Procurement Guidance Note](#)
- [General Comment No. 19 on Public Budgeting for the Realisation of Children's Rights](#) – UN Committee on the Rights of the Child, 2016.
- [Towards Better Investment in the Rights of the Child: Report of the United Nations High Commissioner for Human Rights](#) – UN High Commissioner for Human Rights, 2014.



# 15. CHILD-FRIENDLY TECHNOLOGY

## Question:

Has your organisation taken into account the rights and safety of children as technology is employed in the delivery of the MSE, with an emphasis on cybersecurity and transparency?

**GREEN** Your organisation has achieved the desired result.

**Means of verification:** Official statement: final strategy or text in a broader MSE technology plan.

**AMBER** Your organisation is taking concrete steps to make progress in this area (for example, doing research or consulting with an expert).

**Means of verification:** Notes from a meeting with experts and key stakeholders; draft strategy or text to be included in a broader MSE technology plan.

**RED** Your organisation has not engaged in this area yet.

## Key terms:

**Cybersecurity:** the art of protecting networks, devices, and data from unauthorized access or criminal use and the practice of ensuring confidentiality, integrity, and availability of information<sup>34</sup>.

**Transparency:** consists of the application of three essential elements, traceability, explainability and communication. First, the data sets and the processes that yield the system's decision should be documented to the best possible standard to allow for traceability and an increase in transparency. Secondly, technical explainability requires that the decisions made by an Artificial Intelligence system (AI) or other Automated decision-making system (ADM) can be understood and traced by human beings. Lastly, humans have the right to be informed that they are interacting with technology or an AI system.

For more information on key concepts and definitions of technology-related terms refer to the Girl Effect Digital Safeguarding Tips and Guidance document link below.

34 What is Cybersecurity? | Cybersecurity & Infrastructure Security Agency, <https://us-cert.cisa.gov/ncas/tips/ST04-001>.

## Guidance:

Technology has played a fundamental role in the development of MSEs in the last decade. Its use generates great benefits both for the athletes and for everyone who enjoys the event. Technology facilitates the dissemination of the event, provides detailed information on everything that happens, and is an additional instrument for the safety of the event. However, the use of technology can seriously affect the rights of vulnerable groups, such as children. New technologies, such as artificial intelligence, can pose risks to children's privacy.

### What are the key considerations:

- Privacy rights: algorithms facilitate the collection, processing and repurposing of vast amounts of data and images. Its use in MSEs affects the right not to be subjected to continuous business surveillance, the right to privacy of communication, and the right to data protection.
- Freedom rights: the content on the web/stadium is captured, analysed, and disseminated by companies on the basis of commercial and marketing-driven incentives. This, together with the implementation of algorithmic censorship of digital expressions, could affect the freedom of expression, and the freedom to impart information.
- Child online safety issues and risks: when using Information and communications technology (ICT) devices and platforms to access the Internet, children could be exposed to inappropriate content, cyberbullying, grooming or predatory e-commerce. Young women are more likely to be victims of online harassment.
- Right to access information including in one's own language, and accessibility for children with disabilities.

### What are the key steps the LOC and Host City should take to address this issue:

- A fundamental human rights impact assessment related to the use of technology, especially with the use of AI, should be undertaken. This should be done prior to the system's development and include an evaluation of whether those risks can be reduced or justified as necessary in the development of a MSE in order to respect the rights and freedoms of others, but especially those related with the protection of children.
- MSEs may create an opportunity to help facilitate/accelerate meaningful access to the internet for children and help address the existing digital divide. Meaningful access includes being connected at a fast speed, at an affordable rate, with useful content in local languages, accessibility features for children with disabilities, and having the skills to be safe, critical and empowered online.

## Further readings: (in alphabetical order)

- [Cyberbullying: What is it and How to Stop it](#)
- [Ethics Guidelines for Trustworthy AI](#)
- [Gender Equality and Youth: Opportunities and Risks of Digitalisation](#)
- [Girl Effect Digital Safeguarding Tips and Guidance](#)
- [UEFA Guidance Note: Online Protection and Safety](#)

# 16. CHILD-FRIENDLY LEGACY

## Question:

Does your organisation have a legacy strategy that includes investing in activities that will promote children's rights and improve their quality of life (for example, improve children's participation levels in sport, ensure transport and other types of infrastructure are accessible, and other educational and cultural impacts) and will result in sustainable outcomes accessible to all children, regardless of age, gender, disability, race, ethnicity, social origin, migration status, gender identity, sexual orientation, religion, political or other opinions, birth or other status?

### GREEN

Your organisation has developed a child-friendly legacy strategy with monitoring and evaluation plans embedded.

Means of verification: A published legacy strategy.

### AMBER

Your organisation is taking concrete steps to make progress in this area (for example, doing research or consulting with an expert).

Means of verification: Consultations with key stakeholders, draft strategy.

### RED

Your organisation has not engaged in this area yet.

## Key terms:

MSE legacy: refers to the outcomes that bidding, organising, and staging a mega-sporting event can have on the host country and city, as well as beyond their borders, and the potential positive and/or negative impacts that can occur following an event. The term "legacy" is often used by event organisers to justify public spending.

## Guidance:

Sport Governing Bodies often use legacy to describe the mainly positive long-term benefits the event may have. However, a legacy is not automatically positive. Legacies can occur in the short-, medium-, and long-term and can arise from actions and decisions taken in the planning or delivery stages. For example, legacies can result from simply applying to host or bidding for a MSE, even if the event is awarded to another city or country.

Legacy is not the same for every MSE. It depends on the type of competition, its size, the Sport Governing Body that owns it, and the event budget. For example, legacies left by the Special Olympics World Games or Paralympic Games often include raising awareness of the rights of people with disabilities, and the Youth Olympic Games are more likely to have legacies related to

children.

**Here are six common categories of legacy:**

- **Cultural legacy:** preserving an indigenous culture of the host community; leveraging gender equality; impacts on health awareness or sport participation; changes in the perception of sports, sport events, and the way MSEs are organised, or the owners and organisers of an event.
- **Economic legacy:** mostly financial effects associated with hosting a MSE, but also effects on closing the gender gap in prize money for athletes, employment rates and the general economic situation of a host country or city.
- **Environmental legacy:** effects on climate, land, water and/or air.
- **Legal legacy:** changes in legislation and policies that were introduced as part of preparing for or delivering a MSE.
- **Social legacy:** effects on living conditions, safety, or sport participation and opportunities.
- **Urban legacy:** effects on urban infrastructure and city design, such as public transport systems.

Within these categories both positive and negative legacies can occur and all of them can impact children. For instance, steps taken to plan for a MSE can lead to the displacement of a community, which can affect individual lives in many ways, including the living conditions of children. A positive legacy would be if their living conditions improve, while a negative legacy would be if their living conditions deteriorate.

**Examples of child-focused MSE legacy initiatives include, but are not limited to:**

- Using the platform of a MSE to raise awareness of important issues for children (for example, access to health care or education, protection from abuse and trafficking of children) can result in changes to or enforcement of legislation.
- Increasing opportunities for children from diverse backgrounds and marginalised communities to participate in sport, recreation, and play long after the event has passed.
- Applying Universal Design Principles to increase accessibility for children with disabilities in the local community where the event will be held.
- Tackling gender barriers to ensure girls and boys have equal access, participation, and enjoyment in sport.
- Using the event to educate children in schools about important issues, such as the rights of children with disabilities, gender equality, and girl's rights in sport.
- Working with local authorities to improve environmental conditions for future generations (for example, encouraging a host government to publicly commit to cut down carbon emissions or reduce pollution in the main water source of the Host City).
- Improve standards of child safeguarding across sports organisations.

**Further readings: (in alphabetical order)**

- [All In: How to Make an Impact on Gender Equality in Sport](#)
- [Mega Sporting Event Legacies: A Multifaceted Concept](#)

- [Olympic Legacy](#)
- [Using Major Sporting Events to Further LGBTQI+ Equality: A Practice Toolkit](#)
- [Want an Olympic Legacy? Get Primary School Children Trying out a Range of Different Sports](#)

## Video:

- [The Fighter – The Dark Side of Rio Olympic Games 2016](#) – Children Win, 2015.

# DOWNLOADABLE VERSION OF THE TOOL FOR LOCs AND HOST CITIES INDICATORS

The following is an overview of the indicators for LOCs and Host Cities.

## 1. FORMAL COMMITMENT TO CHILD RIGHTS

Has your organisation made a formal commitment to respect, promote and protect all children's rights (including through targeted measures addressing all forms of discrimination<sup>35</sup> against children) in line with human rights principles, norms and standards?

## 2. GENDER MAINSTREAMING/EQUALITY MAINSTREAMING POLICIES AND PRACTICES

Has your organisation adopted a gender mainstreaming/equality mainstreaming approach to all their policies and practices, and does your organisation have a specific policy or strategy that ensures accessibility, inclusion, safety and remedy for girls as well as for children with diverse sexual orientation, gender identity, gender expression and sex characteristics regarding all of the events and activities associated with the MSE, developed in consultation with them and their representative organizations?

## 3. ACCESSIBILITY AND INCLUSION FOR CHILDREN AND CAREGIVERS WITH DISABILITIES

Does your organisation have a specific policy or strategy that ensures inclusion of and accessibility to children and caregivers with disabilities to all events and activities associated with the MSE (including remedy and representation in communications)?

## 4. SAFEGUARDING

To what extent has your organisation taken effective action to ensure a comprehensive safeguarding policy and a set of procedures are in place to prevent and respond to possible abuse and harm?

## 5. CHILD-FRIENDLY REMEDY

Does your organisation provide access to effective remedy to child victims and their parents/

<sup>35</sup> Based on age, gender, disability, race, ethnicity, social origin, migration status, gender identity, sexual orientation, religion, political or other opinions, birth or other status

caregivers for child rights violations linked to the organisation and staging of the MSE, including through access to child justice and/or rights-based informal systems?

## **6. CHILD-SENSITIVE COUNSELLING, COMPLAINT AND REPORTING MECHANISM**

Does your organisation have a plan to establish safe child-sensitive mechanisms for children to seek help or advice if they experience abuse, exploitation or have other concerns, or to report violations of rights that occur (for example, helplines, hotlines or other complaint channels or mechanisms)? Has the organising committee put in place a response and reporting protocol in coordination with the child protection national authority and the police?

## **7. PROTECTIONS AGAINST CHILD LABOUR**

Has your organisation taken effective action to comply with international standards to eliminate child labour, and acted to identify, prevent and reduce child labour risks in construction, in the supply chain for goods and services, and any other activities directly linked to the MSE?

## **8. ADDRESSING CHILD SEXUAL EXPLOITATION AND CHILD TRAFFICKING**

Has your organisation taken effective action in partnership with local actors to raise awareness of sexual exploitation of children and trafficking, taken a zero-tolerance approach to these issues in the procurement of goods and services for the MSE, and enhanced the capacity of their staff, business partners, public law enforcement and private security to identify and refer cases of sexual exploitation and trafficking appropriately in and around the MSE?

## **9. COMBATING DISPLACEMENT AND IMPACT ON CHILD RIGHTS**

Has your organisation taken action to avoid or minimise the displacement (including forced eviction/relocation) of children and their families from their homes and communities linked to the MSE and the clearance of children in street situations for land acquisition at event-time, and to address the impact it has on children<sup>36</sup> and to guarantee adequate redress (remedy or set right) in the event of resettlement?

## **10. TACKLING ENVIRONMENTAL IMPACT**

Has your organisation incorporated into its environmental and resource use strategies, the impact of the event on children?

## **11. CHILDREN AS ACTIVE STAKEHOLDERS**

Does your organisation provide children, including the most marginalised, with child-friendly accessible information and meaningfully engage with them as key stakeholders on all MSE matters affecting their lives?

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<sup>36</sup> For example, the loss of housing, lack of access to basic services and play areas, disruption of education and medical care, loss of friendships, etc.

## **12. PARTNERSHIP WITH CHILD RIGHTS ADVOCATE(S) OR ORGANISATIONS**

Does your organisation collaborate or partner with a children's advocate, ombudsperson or an equivalent professional or civil society organisation at the city and/or municipal level to promote and protect children's rights?

## **13. CHILD-SENSITIVE MARKETING AND COMMUNICATIONS**

Has your organisation taken effective action to ensure that communications, coverage and marketing of the event, including by sponsors, licensees and other partners, do not have an adverse impact on children? This is especially in regard to reinforcing discrimination and negative stereotypes, or promoting products and services that undermine children's health and well-being.

## **14. CHILD-SENSITIVE BUDGETING**

Does your organisation engage in gender- and child-sensitive budgeting to ensure that resources, particularly public resources, are made available, allocated, and spent in order to support the realisation of child rights before, during and after the MSE?

## **15. CHILD-FRIENDLY TECHNOLOGY**

Has your organisation taken into account the rights and safety of children as technology is employed in the delivery of the MSE, with an emphasis on cybersecurity and transparency?

## **16. CHILD-FRIENDLY LEGACY**

Does your organisation have a legacy strategy that includes investing in activities that will promote children's rights and improve their quality of life (for example, improve children's participation levels in sport, ensure transport and other types of infrastructure are accessible, and other educational and cultural impacts) and will result in sustainable outcomes accessible to all children, regardless of age, gender, disability, race, ethnicity, social origin, migration status, gender identity, sexual orientation, religion, political or other opinions, birth or other status?



# CONTACT

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Centre for Sport  
& Human Rights



Special Representative of the Secretary-General on  
**Violence against Children**